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Ludic activities to improve the pronunciation of English emphasizing the stress within complete sentences in the students of 8th grade B of the morning shift at San Juan Bautista High School.

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I. Research Scope

1.1. Introduction

This research aimed to find out the effect of ludic activities management on English pronunciation with emphasis in stress within complete sentences in students of eight grade at San Juan high school located in La Concepción Municipality - Masaya Department, the average number of students per class is thirty -nine and the average hours allowed per week to teach English as foreign Languages subject is one and a half hours. A monthly Planning has to be covered in order to accomplished the subject's objectives. However ,this Planning doesn't really ensure that students acquire the language, with this work, it's possible to identify different problems in student of eight grade, but there is one of highest priority, the difficulty in significant learning in the contents, for this reason we propose the Ludic activities to improve the English pronunciation management, being applied in the subject of English as a foreign Languages to improve the teaching process-learning of students, assessing its effectiveness.

This study was structured as follows: As the first part is the *introduction*, section where a brief description of study; followed the *Background* why makes the investigation more reliable for some works already carried out in the study area, The *objectives* that guided the research process and will provide answers to the Research questions, *Theoretical Frameworks* that Support the research theory in the same way ,we used some tools to collect valid information, such as, *observations in the classroom*, a *survey* and *ludic activities to the students*. Also, an *interview* with the teacher with the purpose to determine and see possible problems that encourage in the content of this research., then *research Methods* that shows the research approach, on the other hand the *analysis of results* where all the information was obtained and finally the *conclusions* generated from the processing of the data found.

1.2 BACKGROUND

According to Gimbretière (1994) points out, language has evolved into a functional asset that serves as an essential communication tool both in the workplace and in daily life. Because most communication in the world is oral, students are aware of the importance of communication and precise pronunciation. As future teachers, we are concerned about the contrast in language proficiency and pronunciation skills, which is why we are convinced that achieving better results in the language, both in production and perception, depends directly on a change in the way the language is perceived and perception, depends directly on a change in the teaching of pronunciation in spite of the advances and innovations that have taken place in the teaching of English, we believe that pronunciation is neglected and does not receive adequate importance.

This is due in part to the fact that teachers do not know how to integrate the teaching of pronunciation when guiding students because, on the one hand, they lack materials, since there have been no proposals for integrating pronunciation in these subjects. On the other hand, the ludic activities that are developed in the classroom do not include exercises related to a correct pronunciation; therefore, its integration in the communicative class is impossible and it is only presented in a general way, without any relation to the development, content and focus of the class; Consequently, pronunciation continues to be the pending subject of foreign language teaching.

1.2.1 Learning English in Central America

Central America is not doing well when it comes to learning English. The results are part of a study by the English Company Education First. Costa Rica is the best rated country in terms of learning English in Central America. However, this value is relative since they are found in box 38 of the Rankin (of 72 countries) of English proficiency prepared by the English Company Education First. Globalization, urbanization, and the internet have dramatically changed the role of English in the 20s and, like literacy, that language creates opportunities, determines employability, and expands career horizon.

According to Gotthilf (2017), Duolingo vice president of marketing, this application that helps to learn English has 150 million users globally. Guatemala, in terms of Internet users by country, is the first place in the Central American region, that is, 6% of the online

population uses Duolingo, said the executive. The EF study indicates that women have better English skills than men. The research revealed that countries and companies that want to attract foreign trade and investment, as well as stimulate business growth, have recognized the importance of English in creating a friendly business environment. A growing number of companies grants in non-English speaking countries, for example, Rakuten, Renault and Samsung have adopted English as their corporate language.

1.2.2 Learning English in Nicaragua

Although the official language of Nicaragua is Spanish, English is increasingly popular. Educational institutions, private and public, have begun to provide many more classes in English given the great demand for the language. The great added value that the English language offers in the workplace has become evident, so the number of courses has increased in private academies. In addition, the demand for English has grown in the labor market for outsourced services for graduate students with this important language.

According to PRONicaragua (2017), conducted on the number of people who speak English and Spanish, it was determined that the interest of Nicaraguans in having English as a second language is growing rapidly. The results of the study show that, in 2016, there were more than 22,558 students learning English in public and private language centers. In addition, more than 4,844 students successfully graduated from the study program, among those who have already graduated, there are 319 bilingual school students, 3,157 language center students and 1,387 students from national universities.

The Nicaraguan population is characterized by being flexible, with good work habits, with a fast-learning curve and low absenteeism and turnover rates. These qualifications have allowed Nicaragua to position itself as one of the most competitive and productive in the region in terms of human capital.

1.2.3 Learning English in San Juan De La Concepción

The learning process of the English language at San Juan Bautista National Institute located at San Juan de la Concepción Municipality – Masaya Department has occurred since 2015, when English was introduced to the national curriculum in 2014. The English language has not been seen as an important subject by the students. Only a small number of students pay the necessary attention to benefit themselves from the knowledge given by the

teacher. Students do not believe there are enough opportunities for finding a job that requires this language skill. However, the new industries located in the capital have changed some of the population's opinion

Rationale

These days, English is considered as the universal language due to its demand, and it is also the most used lingua franca in the world. The English language started decades ago, an expansion process; this as a result of the worldwide phenomenon – globalization, and each day increases the number of non-native learners and speakers.

First, the objective in conducting further research is to make a deep study of the reasons behind difficulties in pronunciation presented in high scholars in Nicaragua.

Secondly, this research aims to improve the English pronunciation of eight grade students at San Juan Bautista National Institute, by applying ludic activities that encourage them to understand the language and communicate in a proficient way.

More and better research is needed in order to provide quality education to the future professionals in Nicaragua and as a result, the entire educational system will improve. Many other researchers had worked hard to give solutions to this problematic.

There are still gaps in the knowledge of these specific problems and those that can provide solutions are trying their best, but it is not quick enough. Research is wrong or incomplete and the prior efforts did not address this problem from the right perspective.

1.3 Objectives

General Objectives:

To explore student's preference of ludic activities that foster correct intonation stress in English Language.

Specific objectives:

- 1- To identify the ludic activities students use the most
- 2- To determine the ludic activities student's like or dislike when practicing pronunciation.
- 3- To compare the ludic activities students prefer with the ludic activities they must use.

1.4 Research questions

1. What are the ludic activities that promote the correct accentuation of intonation in the English language?
2. What are the ludic activities like and dislike when practicing Pronunciation?
3. What can we infer when the ludic activities preferred is compare with the ones not used?

Theoretical Framework

1.2. English Pronunciation

What is sentence stress in pronunciation?

According to Tanya Trusler. (2015). Phrase stress in English refers to how a speaker emphasizes specific words in each sentence. It assists the listener in focusing on key points and comprehending the speaker's message. For instance, the doctor will see you right away. Some words will stand out more than others, and one will stand out the most.

Example

'She bought a new car'

probably has main stress on 'car' and secondary stress on 'bought', but main stress could move onto 'she', 'bought' or 'new' and change the meaning depending on the message being transmitted.

Why is it more difficult for some students to stress sentences?

It is often easier to choose where to place the accent in an individual word, but it can be very difficult to choose where to place the accent in a sentence; It will always depend on what we need to highlight. Stressing a wrong word can change the meaning of a message. The most common mistakes students make are: emphasizing too many words in a sentence or do not emphasize any words.

Knowing which words to emphasize depends on meaning, context, and what you and your listener already know (shared knowledge).

If you can hear the stress in the speech of the person you're talking to, you'll also be able to pick up the main message.

2.2 Pronunciation Features

According to Burns and Claire (2003), it is more important that speakers of English can achieve:

- Intelligibility (the speaker produces sound patterns that are recognizable as English).
- Comprehensibility (the listener can understand the meaning of what is said).
- Interpretability (the listener is able to understand the purpose of what is said).

For example, a speaker might say “It’s hot today” as /IS ho day/. This is unlikely to be intelligible because of inaccurate sound, stress and intonation patterns. As a result, a listener would not find the speaker comprehensible, because meaning is not available. Because the speaker is incomprehensible, the listener would also not be able to interpret the utterance as an indirect request to open the window.

“Clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation” (Burns and Claire, 2003).

2.3 Strategy Features

A good strategy provides a clear roadmap, consisting of a set of guiding principles or rules, that defines the actions people in the business should take (and not take) and the things they should prioritize (and not prioritize) to achieve desired goals. According to different authors, conceptions of strategy appear such as:

- Set of relationships between the internal and external environment of the company.
- A set of objectives and policies to achieve broad objectives.
- The dialectic of the company with its environment.
- The statement of the way in which the objectives will be achieved, subordinating themselves to them and to the extent that they help to be achieved.
- The best way to insert the organization into its environment.

2.6 Pronunciation Origin and Concept

Latin “pronuntiationem” (nominative pronuntiatio) "act of speaking, utterance, delivery," also "proclamation, public declaration," noun of action from past-participle stem of *pronuntiare* "announce".

According to Burns and Claire (2003) "Pronunciation is a necessary part of speaking (oral communication). It involves making the correct sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in isolated words) a necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and how to use intonation appropriately”.

In other words, it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning. It contains some important keys in

pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable.

2.8 Attitude towards pronunciation

It appears some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students. This phenomenon has led many researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition.

In a study on pronunciation accuracy of university level, students studying intermediate Spanish as a foreign language, Elliot (1995) as quoted in Gilakjani (2012), found that “Subjects’ attitude toward acquiring native or near-native pronunciation as measured by the Pronunciation Attitude Inventory (PAI), was the principal variable in relation to target language pronunciation”. In other words, if the students were more concerned about their pronunciation of the target language, they tended to have better pronunciation of the target allophones. This study echoed earlier research done in 1992, which found that “students who were more concerned about their pronunciation had better pronunciation of English as a Second Language” (Gilakjani, 2012).

When discussing the attitude of the second language learners in relation to their pronunciation and second language acquisition, it is necessary to note the work done by Schumann (1986) on acculturation and its role in the process of language learning. His acculturation model defines that learners will acquire the target language to the degree that they acculturate. According to Schumann, “acculturation refers to a learner’s openness to a target culture as well as a desire to be socially integrated in the target culture”. His research on acculturation examines the social and psychological integration of immigrant students as a predictor of the amount of English language they acquire and use.

Schumann maintains that the acquisition and use of English is a measure of the degree to which students have become acculturated to the host culture. Acculturation, according to

Schumann (1986), refers to “the social and psychological contact between members of a particular group and members of the target culture. The more interaction (i.e., social/psychological closeness) a group has with the target group, the more opportunities will result for the group to acquire and use English. Conversely, less interaction (i.e., social/psychological distance) results in less acquisition and use of English”. The group's amount of contact with the target culture influences the amount of English acquired and used.

Sparks and Ganschow's work (1991) on personality found similar results. They state that students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes. The first type of motivation is instrumental, which is motivation to learn the L2 for the value of linguistic achievement. Second is integrative motivation, which describes the desire to continue learning about the second language culture. Students with integrative motivation would be expected to work harder to develop communication skills in the second language because they are more likely than their less interested counterparts to seek out native speakers of the language.

Foreign language instruction generally focuses on four main areas of development: listening, speaking, reading and writing. Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but rarely continues this focus past the introductory level. Lack of emphasis on pronunciation development may be due to a general lack of fervor on the part of the second language acquisition researchers, second language teachers and students, that pronunciation of a second language is not very important. Following the line, Pennington (1994), maintains that pronunciation, which is typically viewed as a component of linguistic rather than conversational fluency, is often regarded with little importance in a communicatively oriented classroom.

According to Elliot (1995), teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of language. Or maybe, teachers feel justified neglecting pronunciation believing that for adult foreign language learners, it is more

difficult to attain target language pronunciation skills than other facets of second language acquisition. Teachers just do not have the background or tools to properly teach pronunciation and therefore it is disregarded.

Teachers have taught what they thought was pronunciation via repetition drills on both a discrete word or phrase level or give the students the rules of pronunciation like the vowel in a Consonant-Vowel-Consonant (CVC) pattern. This type of instruction is meant to help students with decoding words for the purpose of reading rather than pronunciation.

For example, students are rarely given information about the differences between fricatives and non-fricative continuants, or the subtleties between the trilled or flapped /r/ between Spanish and English (Elliot, 1995). This information is often left up to the students to attain on their own. Researchers have explored the question of whether explicit instruction helps these second language learners. Such studies have generated inconsistent results.

Murakawa (1981) found that 12 weeks of phonetic instruction by adult L2 learners of English can improve their allophonic articulation. He also reported that adults can achieve near native fluency, and it can be developed in a relatively short time without serious disruption to the second language teaching program with adequate pronunciation instruction. It is necessary to note at this point that even though there seems to be quite a contradiction in the range of results presented, the diversity of those results may be due to the differing designs of the particular experiments.

Some pronunciation studies focus specifically on the instruction of supra-segmental. Derwing, Munro and Wiebe (1998) conducted research in which ESL learners who had been studying for an average of ten years, participated in a speaking improvement course that focused on the supra-segmental features of pronunciation (e.g., stress, rhythm, intonation). Thirty-seven native listeners transcribed speech samples (true/false sentences) taken at the beginning of a 12-week course in order to assess the learners' intelligibility. Each sample was rated in order of comprehensibility and degree of accentedness. In the end, there was a significant improvement in the intelligibility, and better ratings over time of comprehensibility and accentedness. They showed that 30 language learners could alter their pronunciation in a reading task.

2.3.1 Exposure to Target Language

When we speak of the exposure that a learner has to the target language, it may come in the form of their current day-to-day life as well as the amount of prior instruction a learner received in the target language.

According to the language learning theories, learners acquire language primarily from the input they receive, and they must receive large amounts of comprehensible input before they are required to speak. Adult learners may have little opportunity to surround themselves with the native target language input. Whereas children who are possibly in English-speaking schools for hours during the day, their adult counterparts are likely to live and work in what these theorists call —linguistic ghettos, where they again have little meaningful exposure to the target language thus inhibiting their acquisition. Learning a new language and speaking it is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in a variety of interactions (Shumin, 1997).

Verbal communication also affects the supra-segmental features of speech such as pitch, stress and intonation. Such features are often not learned from reading a textbook or dictionary. Beyond the supra-segmental features, are the non-linguistic elements involved in language such as gestures, body language, and facial expressions that carry so much meaning yet are not learned through explicit instruction, but rather through sheer experience in a language and culture. Due to minimal exposure to the target language and contact with native speakers, adult English language learners often do not acquire a native-like level of pronunciation, regarding fluency, control of idiomatic expressions and cultural pragmatics such as: gestures, body language and facial expressions. (Shumin, 1997).

2.3.2 Integration of English Pronunciation into the Curriculum

As pronunciation is everywhere, it is possible to deal with it through what is already in the curriculum. This involves two basic ideas. First, teachers need to be aware of what is in the curriculum and what will be doing with the learners and how this relates to sound structure. So, in order to do this, teachers need to have quite a good idea of what sound

structure entails. The decisions that teachers make on what aspect of pronunciation recovered within a certain phase of a curriculum need to be based on their overall knowledge of sound structure.

The second major idea is learner centeredness. Using this type of approach, it might be best to do this based on what's observed in the classroom. Teachers can focus their attention on areas learners need help on as demonstrated by their own performance. This is more efficient than basing what teachers are doing on assumptions that may or may not be right.

At the same time, it means that teachers need to be very flexible in their approaches when dealing with the class. What is important here is implementing a task-based model more than a presentation-based model of language teaching.

This type of integration for pronunciation means that the basic approach of the classroom needs to be founded on learners doing things with language, not listening to presentations from their teachers all day (Walker, 2010). A long-range oral communication goals and objectives should be established to identify pronunciation needs as well as speech functions and the context in which they might occur. These goals and objectives should be realistic, aiming for functional intelligibility (ability to make oneself relatively easily understood), functional communicability (ability to meet the communication needs one faces), and enhanced self confidence in use. They should result from a careful analysis and description of the learners' needs. This analysis should then be used to support selection and sequencing of the pronunciation information and skills for each sub-group or proficiency level within the larger learner group (Celce-Murcia, Brinton, and Goodwin, 1996).

To determine the level of emphasis to be placed on pronunciation within the curriculum, programs should consider the following variables:

- The learners (ages, educational backgrounds, experiences with pronunciation instruction, motivations, general English proficiency levels)
- The instructional setting (academic, workplace, English for specific purposes, literacy, conversation)

- Institutional variables (teachers' instructional and educational experiences, focus of curriculum, availability of pronunciation materials, class size, availability of equipment)
- Linguistic variables (learners' native languages, diversity or lack of diversity of native languages within the group)
- Methodological variables (method or approach included by the program).

2.3.3 Ludic Activities in the Teaching-Learning Process

According to Lauricella, (2019), ludic activities refer to “dynamic strategies that promote active learning involving students in doing things out of the routine and thinking about what they are doing”.

It is more than clear that what will carry students throughout the best teaching and learning process are positive experiences. Such experiences should not be considered those that are simply free from tyranny, but those that are funny and enjoyable enough that students do not even notice they are learning.

Traditionally, education systems around the globe have employed grades as a motivator, such as when a student seeks for validation, praise, or avoids shame. But the reality here... there is an intrinsic motivator – fun.

2.3.4. Ludic Activities in Teaching English as a Foreign Language

Ludic or spontaneous activities are truly effective tools when teaching English as a Foreign Language. These activities encourage students to practice pronunciation without preparation and they can help students practice their skills in situations that resemble everyday life, Here we can mention an example: One of the activities that we used in our practice hours with the students of the school was **Hot cabbage**.

The activity consists of preparing several sheets of paper, while one of us (Ruth or I) sounded the eraser on the board, the students passed the paper, once we stopped hitting the board with the eraser, the students stopped and whoever had the paper ball left, that one had

to participate. On each page there was a specific topic that they had to develop, they were quite simple topics such as: What do you do on weekends? or they had to sing a song, whichever was easier for them.

As educators, it is possible to employ ludic activities in the service of learning. Purinton and Burke (2019) incorporated fun into an Accounting class. Researchers proved that teachers can implement playful strategies even in a “boring” class as is considered Math.

It makes more sense to rely on students’ sense of enjoyment to engage in classroom activities and course material. Ludic activities tend to be more playful, student-generated and student-driven, flexible, low-cost and cooperative. That is why creating and maintaining a fun environment can only be seen as a win-win situation.

Games can be used to warm up the class before the lesson begins, during the lesson to give students a break when teachers are tackling a tough topic, or at the end of the class to make sure they leave the classroom wanting more. There are many activities that teachers can put into practice with their students to test vocabulary, practice dialogues or learn tenses.

III. Research Methods

Taking into account the research method and the level of knowledge that we as a group managed to obtain during this expository research is Qualitative, because we were able to collect and analyze non-numerical data to understand concepts, opinions or experiences, as well as data on lived experiences, emotions or behaviors, with the meanings that people attribute to them

-Research Instruments

The use of instruments for data collection, analysis and linkage in this research promotes the systemic integration of qualitative and diagnostic methods and techniques implementing a mixed philosophical approach, taking into account that a mixed

philosophical approach is implemented when it is necessary to interpret the qualitative and diagnostic value in the research process.

3.1- Study area

The present study was conducted in the San Juan Bautista National Institute, Municipality of La Concepción - Department of Masaya, during the second semester of 2021.

3.3- Methods, techniques and data collection instruments

The methods, techniques and instruments of data collection used for this research are: a survey intended to be completed by 20 eighth grade students (10 boys and 10 girls) between the ages of 13-14 years, an interview with the teacher of the English area and an observation guide. All this was applied in the San Juan Bautista National Institute of the Municipality of La Concepción - Department of Masaya, during the second semester of the year 2021.

3.4 Survey:

The elaboration of the survey consisted of two stages: the first is the collection of statistical data. For this purpose, questions were asked about the subject under investigation and others about the respondent's personal data. The answers were prefixed by means of options and very specific questions were asked. The second stage consisted of reading and interpreting the information collected, for which it was necessary to organize the information in different graphs such as bar graphs. Once the quantitative values were obtained from the reading of the given information, we proceeded to interpret the information by means of a relational evaluation between the data and the respondents.

3.5. The interview:

According to Danto (1975) "The interview, strictly speaking, is a structured form of interpersonal communication. Its purpose is to obtain certain information, on the basis of which certain decisions are made". Throughout an interview, researchers can explain the

purpose of the study and clearly indicate the information they need. In case of misinterpretation of a question, it allows a clarification ensuring a better answer.

Variables

Specific Objectives	Variable	Sub-Variables	Instruments
1-To identify ludic activities used by students in the classroom	Ludic Activities Students like	<ul style="list-style-type: none"> - Hot Cabbage - 2 lies 1 truth - Role Plays - Dialogues 	<ol style="list-style-type: none"> 1. Observation 2. Interview 3. Survey
2- To determine the ludic activities student's like or dislike when practicing pronunciation.	Ludic activities students dislike	<ul style="list-style-type: none"> -Oral Presentation - Individual presentation 	<ol style="list-style-type: none"> 1. Observation 2. Interview 3. Survey
3- To compare the ludic activities students prefer with the ludic activities they mostly use.	Ludic activities preferred Vs mostly used	Work in teams Vs Individual presentations	<ol style="list-style-type: none"> 1. Observation 2. Interview 3. Survey

Validation of The Class Observation

The jury experts of this validation were: Msc. Ramiro Martinez Tercero Abraham Valenzuela from the English Department of UNAN MANAGUA. The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier. The expert used the following table as a rubric to validate the class observation. In that table there are four categories that are coherence, clarity, relevance, and sufficiency. In the validation process of the instruments, expert validated each item from 1 to 4 in which number one represents the item does not the criteria number two has a low level, number three the item has a moderate level and number four the item has a high level. In addition to that, it can be seen on the table indicators from one to four for each qualification.

Validation of The Teacher Interview

The jury expert of this validation were: MSc Ramiro Martinez Tercero Abraham Valenzuela from the English Department of UNAN MANAGUA. The rating given by the jury per item was calculated as an average to make the interpretation of the validation easier. The experts used the following table as a rubric to validate the class observation. In that table there are four categories that are coherence, clarity, relevance, and sufficiency. In the validation process of the instruments, experts validated each item from 1 to 4 in which number one represents the item does not the criteria number two has a low level, number three the item has a moderate level and number four the item has a high level. In addition to that, it can be seen on the table indicators from one to four for each qualification.

3.6 Observation Guide:

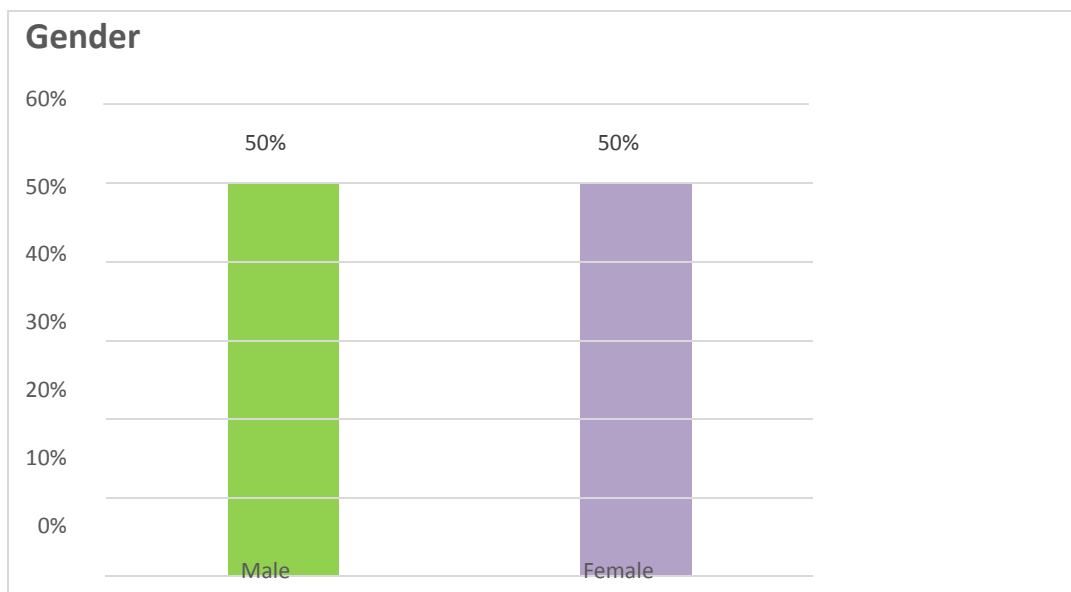
"Classroom observations are a quantitative way of recording and measuring teachers' behavior and mastery by systematically observing them in action." The ultimate purpose of an observation guide is to provide researchers with information about current instructional practices and to identify instructional problems in pronunciation instruction. Ulvestad 2016, p77)

Discussion

To elaborate the present investigation, researchers attended San Juan Bautista National Institute located in La Concepción Municipality during the second semester of 2021.

The use of instruments for data collection, analysis and data linkage in this research promotes the systemic integration of qualitative and quantitative methods and techniques, implementing a mixed philosophical approach. According to Sampieri (1998) “A mixed philosophical

approach is implemented when qualitative and quantitative valor need to be interpreted in the investigation process”.



The results of the analysis of this study were found using the instruments such as the survey, both to students and to the teacher and the observation of class.

Total number of students is 33. The sample was randomly selected with 20 students, 10 of whom were men and 10 women. The same percentage of men and women is needed to avoid bias in the results.

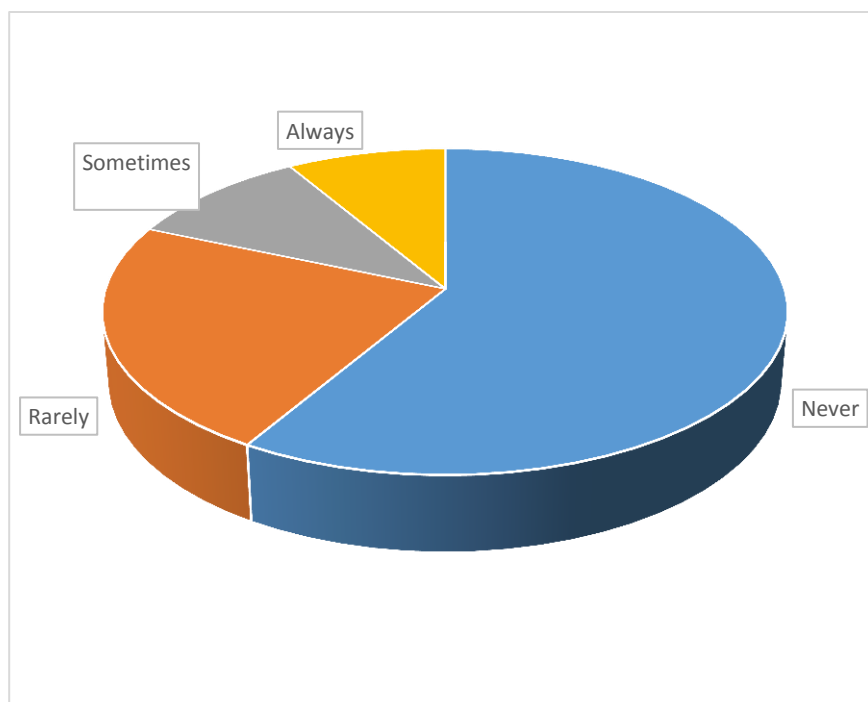
How often does the teacher use ludic activities in the class room to teach speaking and improve pronunciation?

The students were asked How often does the teacher use Ludic activities in the classroom, the students stated that the most common thing that the teacher applies are grammar activities with 80% frequency during the class period followed by games such as: *Simon says, The Differences and Follow the Story.*

The teacher was asked what type of methodology she uses to detect errors in the pronunciation of her students but unfortunately her answers were very evasive.

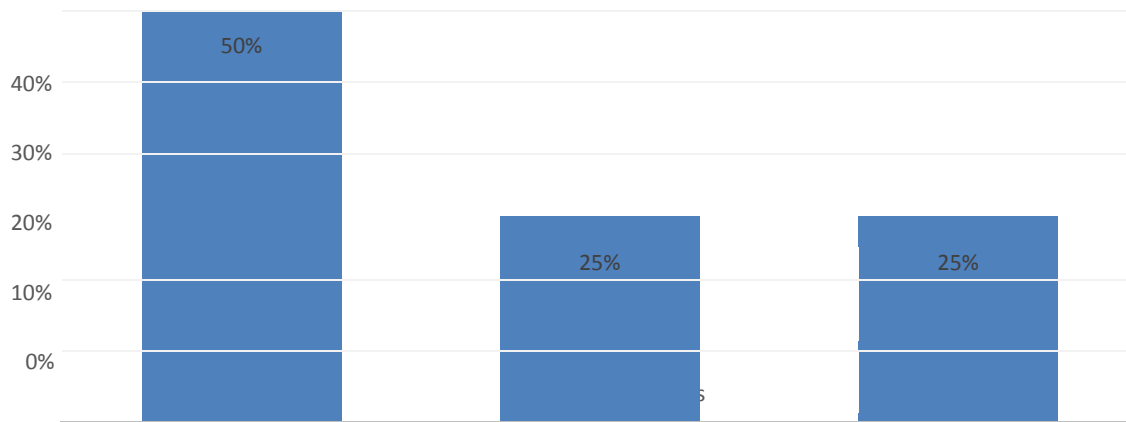
Now, according to the answers of the students, they affirmed that the most useful and effective strategies to develop the ability to speak are dialogue, being the favorite for them with 50% and the most practiced in the classroom; followed by oral presentation and conversation with the

same percentage that was 20%; However, it was observed that it is due to the fact that the dialogues cause a certain level of stress since the students are exposed in front of the class and are nervous and doubtful because they must demonstrate their level of ability to pronounce the words well.



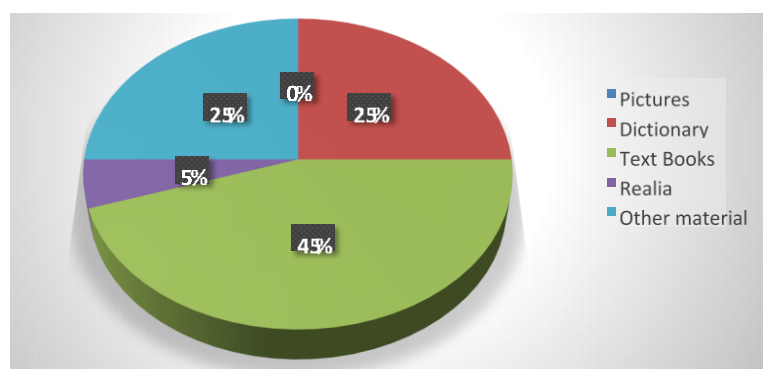
Strategy that student like the most





What types of instruments does the teacher use to implement ludic activities in the classroom?

Teaching instruction assists and supports learning by making use of tools and materials that make students' knowledge more accessible. Regarding the resources that the teacher uses to develop the strategies, it was found that the students consider that the most used resources

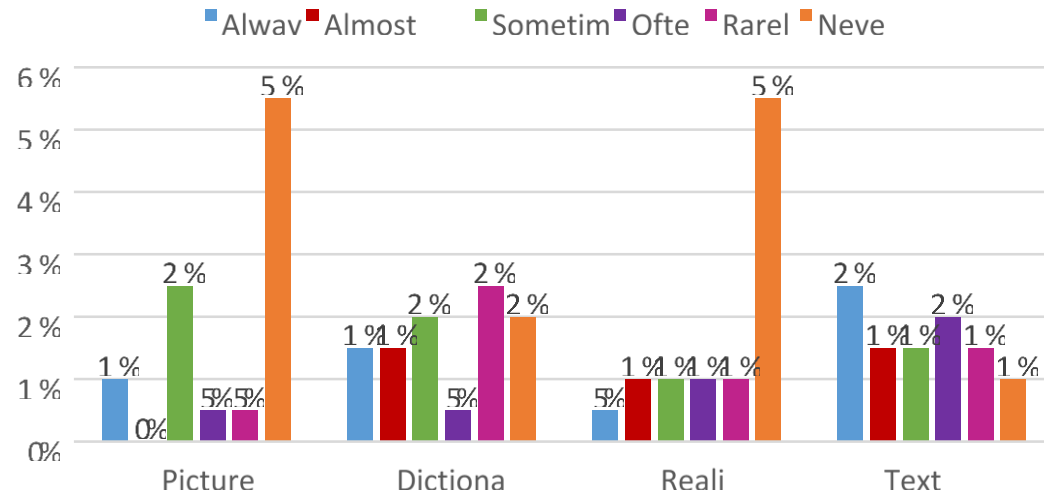


are textbooks with 45% followed by Dictionary and other material with the same percentage 25% and realia with 5% while the teacher stated that the resources he uses the most are realia and

images.

We can realize again that the point of view of the teacher and that of the students do not coincide. It was observed that the use of textbooks is limited because public secondary schools do not have books and the teacher supports the class with extra material that is delivered through photocopies.

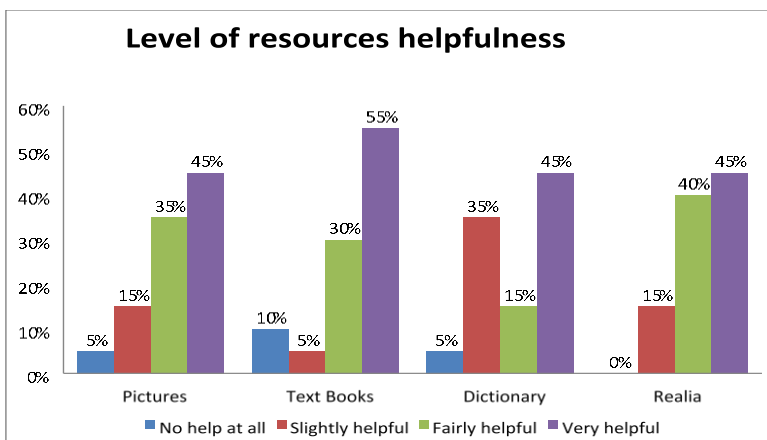
How often does the teacher use this resources?



According to the information given by the students on the frequency of resources used by the teacher. It was noted that the most used resources to develop the ability to speak are textbooks with 25% followed by the dictionary with 15% and the rest of the students stated that the teacher rarely or never uses resources in class, they are The teacher was asked how she often uses resources to promote the ability to speak in class, her answer was that she always uses them without specifying which one she uses, it was observed that the teacher does not use any other material in class other than the marker and the blackboard. Once again it is shown that the teacher's answers are the opposite of the students' answers.

What level do you consider these resources are helpful? Despite the lack of knowledge of the students about some resources not used in the class. They were asked what level of help they consider these resources have to develop their ability to speak. The students stated that the most helpful resources are the textbook with 55% followed by the dictionary, images

and realia with the same percentage 45%. Likewise, the teacher stated that the most useful resources are the images and the dictionary. The teacher and the students agree that an image is one of the most important



resources to develop this skill in the English language.

IV. Conclusion

After having applied the instruments and techniques for data collection and when performing the analysis and interpretation of these data, the following conclusions were reached: This study aimed to assess the effect of ludic activities to improve the English pronunciation management emphasizing the stress within complete sentences at San Juan Bautista high school by applying ludic activities that encourage them to understand the language to communicate in a proficient way. Based on the analysis conducted, recreational Activities applied in order to faster communication among students:

This research contributed in the improvement of English pronunciation by implementing ludic activities in students of eighth grade B morning shift, at San Juan Bautista National high school, during the second semester 2021 from the perspective of teaching and learning, it is important that teachers make use of different types of activities on a frequent basis in order to strengthen the students' pronunciation of the target language for example the pronunciation of the students improved through promoting ludic activities. Further the Students tend to participate more in the English class when ludic activities take place since they have a better predisposition to learn the target language which they consider fun and interesting.

The importance, then, is that ludic activities represent a good alternative to be used in order to catch most of the students' attention and have them involved in their teaching-learning process. As a consequence, they would improve their English pronunciation. Ludic activities facilitate the creation of meaningful contexts for language use. Learners like these activities due to the competitive elements that make them interesting and motivating for eighth graders. Students are encouraged by being part of the activities through games such as Pictionary, Hot cabbage, Two Truths and a Lie, The Mime, among many others.

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VI. Annexes

Student's Survey:



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UNAN - MANAGUA

UNAN - Managua

Education and Languages Faculty

English Department

Student's Survey

Institute:

Grade:

Section:

Date:

Dear student, by completing this survey you will let us know how the Foreign Language subject is taught in your class. Thank you in advance for your cooperation and your time in providing me with the real data, because thanks to this, my research work will be carried out with satisfaction.

Circle the letter of the correct answer according to your own criteria:

1-What type of strategy does the teacher use to teach the Foreign Language subject?

- a) Teamwork
- b) Expository class
- c) Dramatizations
- d) Other _____

2-What strategy does the teacher use to evaluate you?

- a) Direct questions
- b) Individual evaluation

c) Group evaluation

d) Other _____

3-What strategy does the teacher use to consolidate the class or the topic taught?

a) Exploratory presentations

b) Tests

c) Direct questions

d) Other _____

4-What type of strategy does the teacher use to identify your prior knowledge of a new topic?

a) Diagnostic tests

b) Exposition

c) Question and answer group discussions

d) Other _____

5-What type of methodological strategies does the teacher use to practice English pronunciation?

a) Singing songs

b) Expositions

c) Reading dialogues

d) Ludic activities _____

6-In what ways does the teacher motivate you to be confident when speaking English?

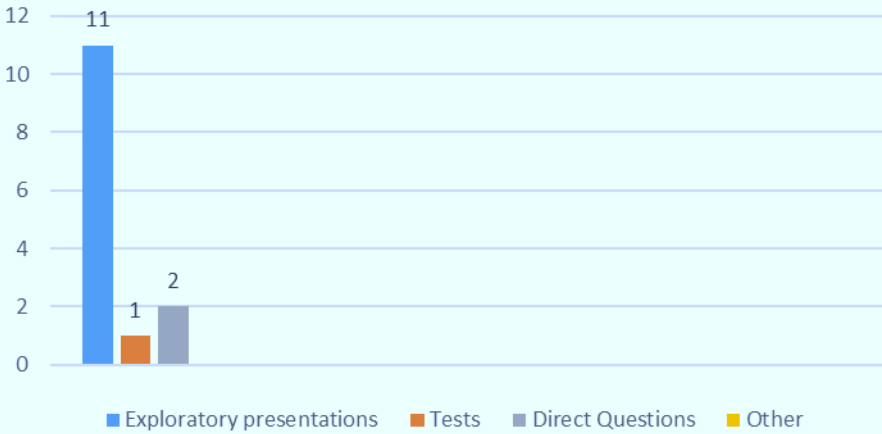
a) He creates a dynamic environment

b) He is flexible

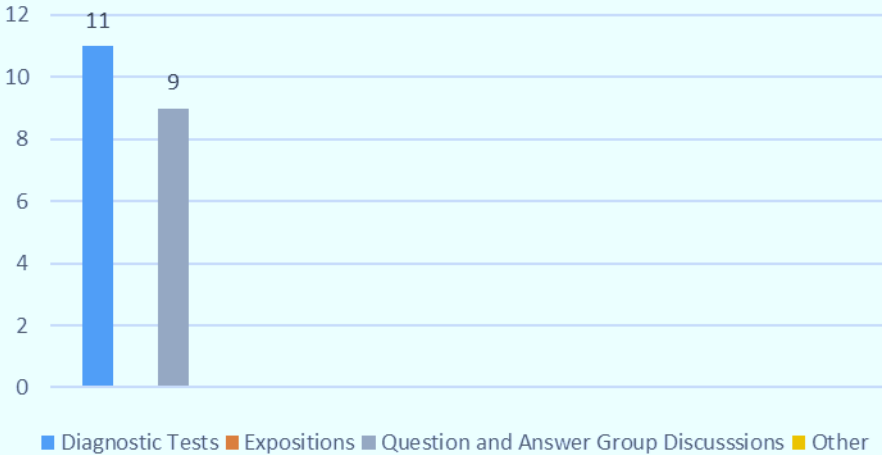
c) He is supportive

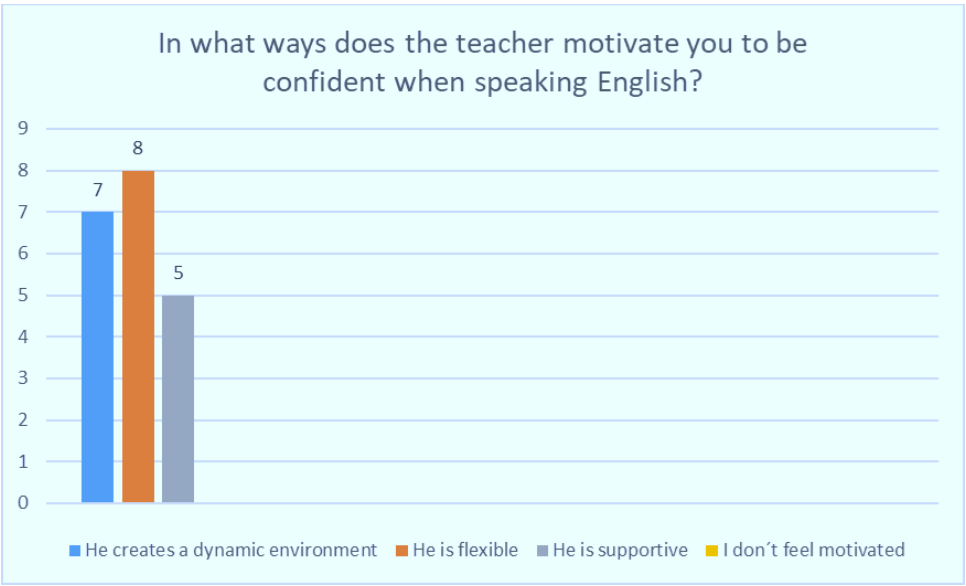
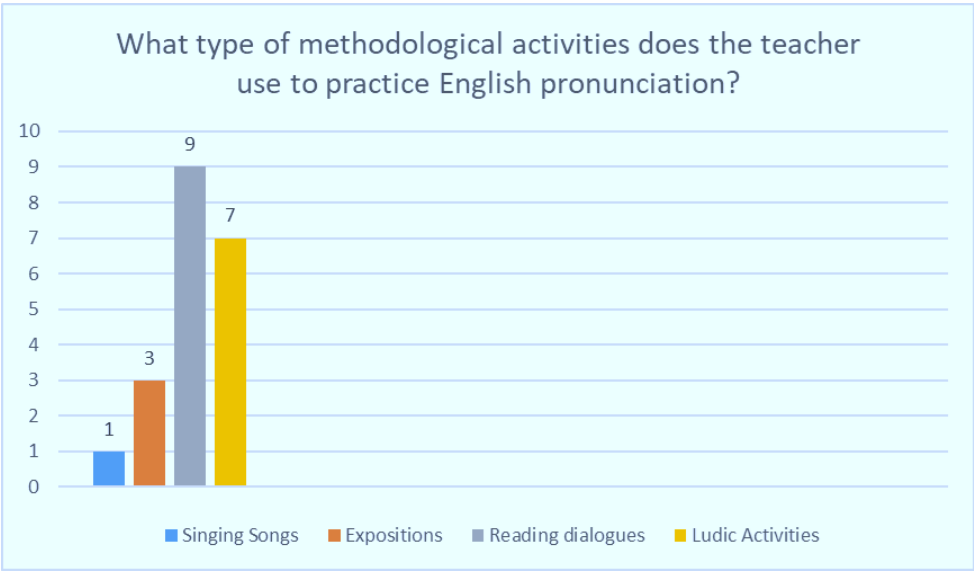
d) I don't feel motivate

What strategy does the teacher use to consolidate the previous topic taught?



What type of strategy does the teacher use to identify your prior knowledge of a new topic?





Teacher's Interview:



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UNAN - Managua

Education and Languages Faculty

English Department

Teacher's Interview

Teacher's name: Marvin García

Date:

Institute:

Grade:

Dear Mr. García, the following interview has the objective of identifying the methods you use and the strategies you apply to teach the subject of Foreign Language. Thank you for your collaboration with this research work.

Questions:

- 1-What strategy do you use to identify the students' prior knowledge in the subject of English as a Foreign Language?
- 2-What type of method do you use to teach English as a Foreign Language?
- 3-What strategy do you use to evaluate students?
- 4-What strategy do you use to consolidate knowledge?
- 5-What kind of methodological strategies do you use to practice the English pronunciation with your students?
- 6-How do you motivate students to have self-confidence when teaching them English as a Foreign Language?

Observation Guide:



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UNAN - MANAGUA

UNAN - Managua

Education and Languages Faculty

English Department

Teacher Observation Guide

Teacher's name: Marvin García

Date:

Institute:

Grade and section:

Observers names:

Dear Mr. García, UNAN – Managua students are carrying out a research about the strategies and techniques applied on pronunciation acquisition when teaching English as a Foreign Language with the objective to improve the pronunciation skills.

At the moment of the class, there were observed the following aspects:

CRITERIA	Yes	Particularly	No
At the beginning of the class, he has control of the classroom	X		
He looks over the last content, after he introduces the new topic		X	
The teacher explains very well the strategies to use before start the class.			X
In addition of the book, he uses other didactic materials (wallpaper, images, flash cards, dictionaries)	X		
He gives students the opportunity to participate in class	X		
The teacher uses a simple vocabulary.		X	
The students work in groups and pairs	X		



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Permission Letter:

“Año Del Bicentenario De La Independencia de Nicaragua”

Universidad Nacional Autónoma De Nicaragua

Recinto Rubén Darío

Lic. Alfredo de Jesús Castro Ubeda
Director General
Instituto Nacional San Juan Bautista
Su despacho

Estimado Lic. Castro Ubeda, reciba fraternos saludos de mi parte y del director del Departamento de Inglés de la Facultad de Educación e Idiomas de la UNAN – Managua.

Me dirijo a usted, muy cordialmente para solicitarle su colaboración a fin de que nuestras estudiantes de la carrera de Inglés puedan realizar su trabajo de investigación correspondiente a la asignatura **Seminario de Graduación**. Los nombres de las estudiantes son:

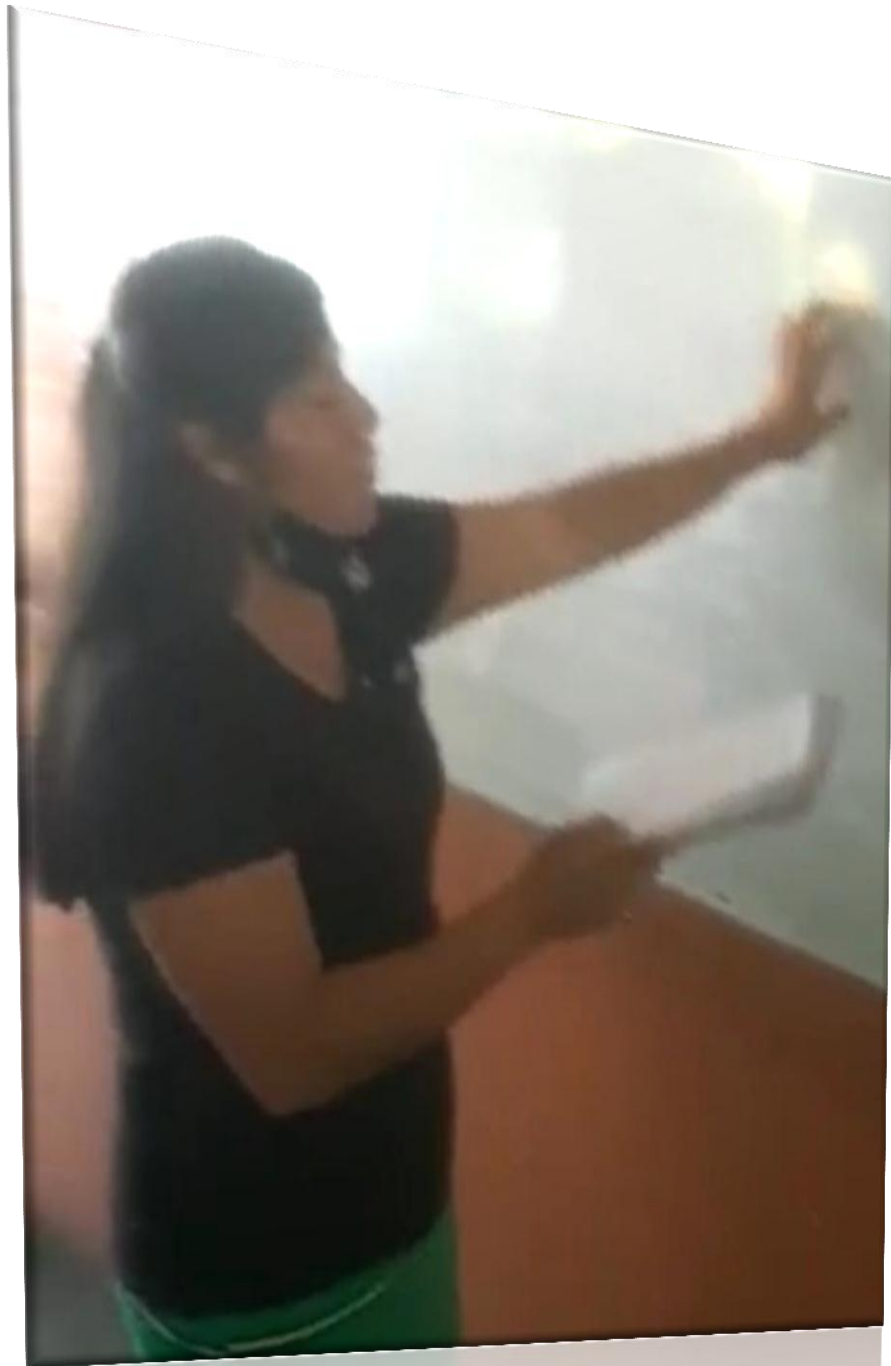
- Ruth Esther Hernández Mercado
- Meyling del Socorro López Loáisiga

Sin otro particular, me despido deseándole éxitos en sus funciones.

Fraternalmente,

Dr. Alber Francisco Sánchez Alvarado
Director Departamento de Inglés
UNAN - Managua
Cel. 84842721

Msc. Oscar Castillo Orozco
Docente de Inglés
UNAN - Managua
Cel. 89251579





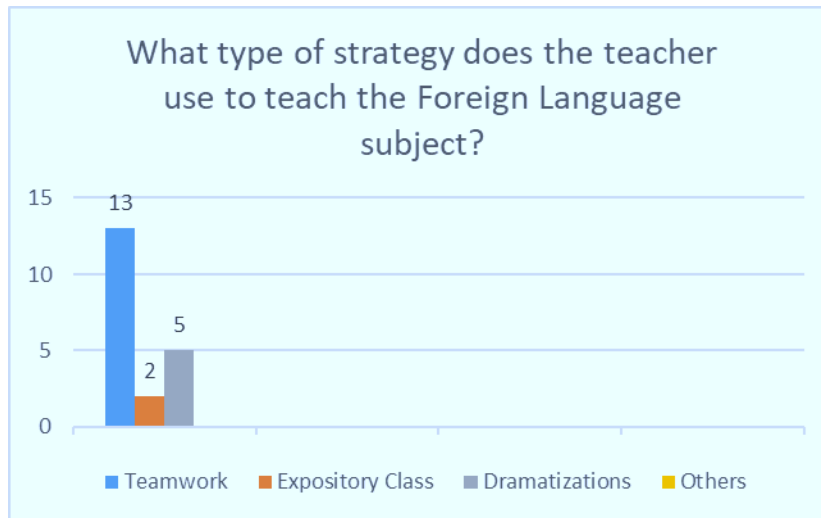


DATA COLLECTION TECHNIQUE

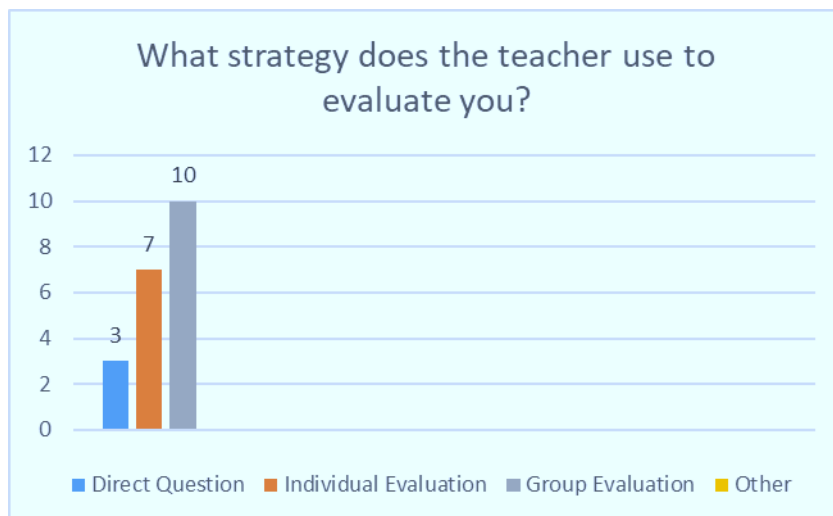
Student survey results:

A total of 20 students (10 males and 10 females) from eight B grades of the morning shift, aged 13-14 years old from the San Juan Bautista National Institute were surveyed. These are the results:

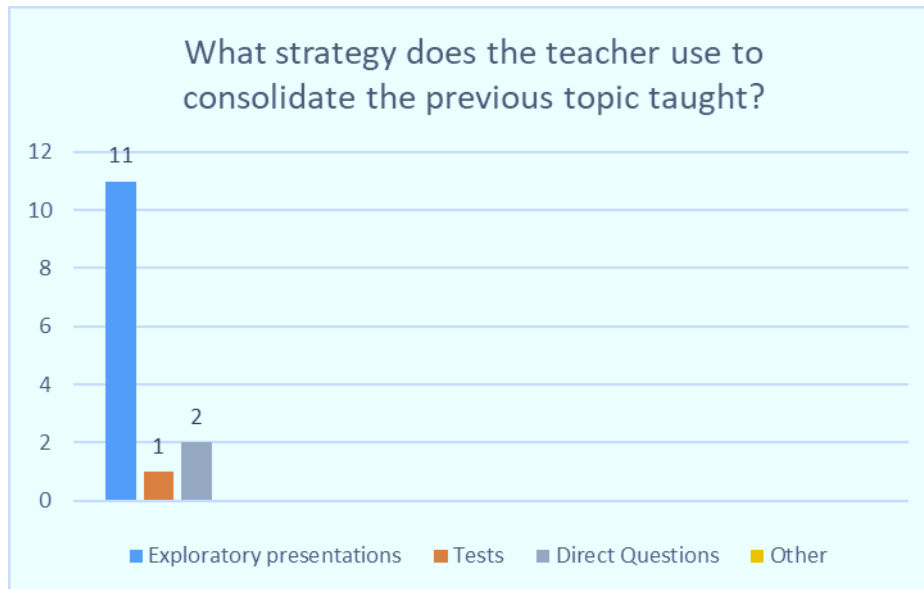
Graphic 1



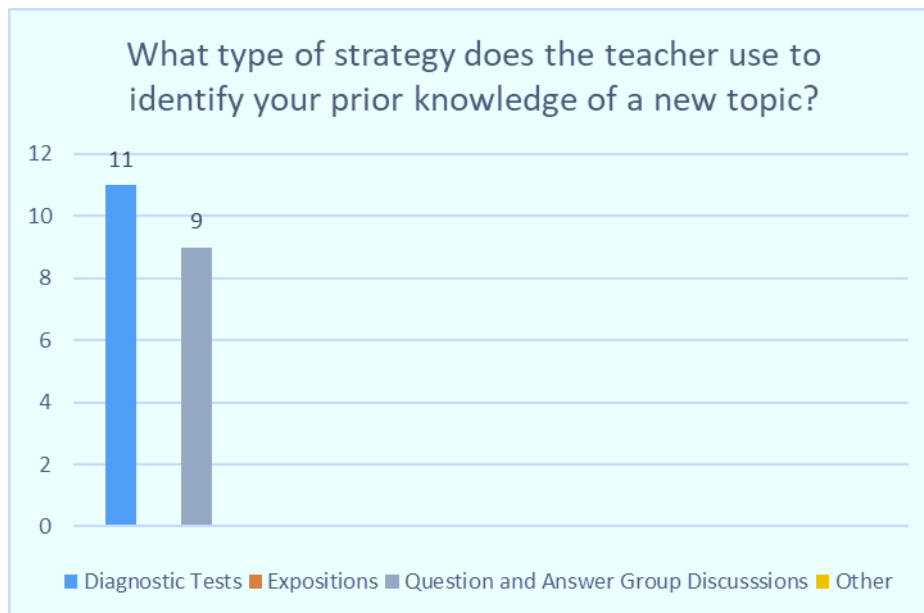
Graphic 2



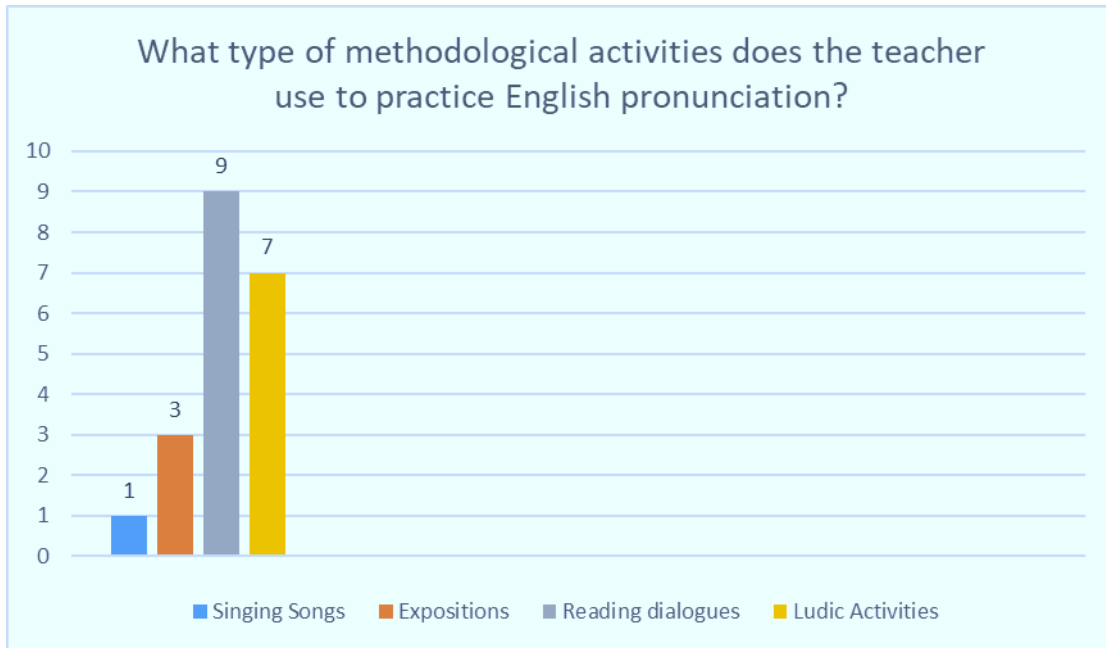
Graphic 3



Graphic 4



Graphic 5



Graphic 6

